

**THE EFFECT OF USING STORY CHAINS STRATEGY TOWARDS
WRITING ABILITY IN NARRATIVE PARAGRAPH OF
THE FIRST YEAR STUDENTS AT SMA N 3
MANDAU BENGKALIS REGENCY**



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A Thesis

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(S.Pd.)



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ABSTRACT

Bahraeny, (2013) : The Effect of Using Story Chains Strategy towards Writing Ability in Narrative Paragraph of the First Year Students at SMA N 3 Mandau Bengkalis Regency

The main focuses of the research were to find out whether students' writing ability in narrative paragraph by conventional strategy, to find out students' ability in writing narrative paragraph by using story chains strategy, and to find out whether the significant effect of using story chains strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency. The subject of this research was the first year students at SMA N 3 Mandau Bengkalis Regency. The object of this research was story chains strategy.

In this research, the research design was a quasi-experimental research, and writer used pre-post-test design. The population of this research was all the first year students at SMAN 3 Mandau Bengkalis Regency in academic 2013/2014. They consisted 15 classes (525 students), the writer took two classes as sample; class X.1 was an experimental class and class X.2 was a control class. Each class or group consisted of 35 students. Experimental class was taught by using story chains strategy and control class was taught by using conventional strategy. The technique of collecting data was a test. The technique of data analysis used Independent Sample T-test formula by using SPSS I6 Version .

Based on the data analysis, the writer had concluded, there was significant effect of using story chains strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency. It can be seen that t_{obtained} was higher than t_{table} with $df=70$. In $t_o= 7.223$ was higher than $t_t= 2.00$ (at level 5%) and $t_t= 2.65$ (at level 1%); $2.00 < 7.223 < 2.65$, it means that H_a was accepted and H_o was rejected.

ABSTRAK

Bahraeny, (2013) : Pengaruh dari Penggunaan Strategi Story Chains terhadap Kemampuan Menulis Paragraf Naratif pada Siswa Kelas 1 SMA N 3 Mandau Kabupaten Bengkalis

Tujuan dari penelitian ini yaitu untuk mengetahui apakah kemampuan menulis paragraf naratif siswa dengan menggunakan strategi yang biasa, untuk mengetahui kemampuan siswa yang diajarkan dengan menggunakan strategi story chains, dan untuk mengetahui dampak signifikan dari penggunaan strategi story chains terhadap kemampuan menulis paragraf naratif siswa kelas 1 SMA N 3 Mandau Kabupaten Bengkalis. Subjek dari penelitian ini adalah siswa kelas 1 SMA N 3 Mandau kabupaten Bengkalis. Objek dari penelitian ini adalah strategy story chains.

Pada penelitian ini, jenis penelitian yang digunakan adalah quasi-experimen dan penulis menggunakan *pre-post-test design*. Populasi dari penelitian ini adalah seluruh siswa kelas 1 SMA N 3 Mandau Kabupaten Bengkalis tahun ajaran 2013/2014. Mereka dibagi dalam 15 kelas (525 siswa), penulis mengambil 2 kelas sebagai sample. Kelas X.1 adalah kelas eksperimen dan kelas X.2 adalah kelas kontrol. Setiap kelas terdiri dari 35 siswa. Kelas Eksperimen diajarkan dengan menggunakan strategi story chains dan kelas control diajarkan dengan menggunakan strategy biasa. Teknik pengumpulan data adalah test. Teknik analisa data menggunakan rumus Independent Sample T-test dengan menggunakan SPSS versi 16.

Berdasarkan analisa data, penulis menyimpulkan adanya pengaruh yang signifikan dari penggunaan strategi story chains terhadap kemampuan menulis paragraf naratif siswa kelas 1 SMA N 3 Mandau Kabupaten Bengkalis. Ini dapat dilihat bahwa t_{hitung} lebih besar dari t_{tabel} dengan $df= 70$. Pada $t_{hitung}= 7.223$ lebih besar dari $t_{tabel}= 2.00$ (pada tingkat 5%) dan $t_{tabel}= 2.65$ (pada tingkat 1%); $2.00 < 7.223 < 2.65$, hal ini berarti bahwa H_a diterima dan H_o ditolak.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
DEDICATION.....	v
ABSTRACT	vii
LIST OF CONTENTS	x
LIST OF TABLES	xii
CHAPTER I :INTRODUCTION	1
A. The Background	1
B. The Definition of Terms.....	4
C. The Problems	6
1. Identification of the Problem	6
2. Limitation of the Problem	7
3. Formulation of the Problems.....	7
D. The Objective and Significance of the Research	8
CHAPTER II: REVIEW OF RELATED LITERATURE.....	9
A. The Theoretical Framework.....	9
1. The Nature of Writing.....	9
2. The Nature of Narrative Text.....	14
3. The Students' Ability in Writing Narrative Paragraph	16
4. The Factors influencing Students' Ability in Writing Narrative Paragraph	17
5. The Context of Story Chains Strategy	19
B. The Relevant Research	23
C. The Operational Concept	25
D. The Assumption and the Hypothesis.....	27
CHAPTER III: RESEARCH METHODOLOGY	29
A. The Research Design	29
B. The Location and the Time of the Reseach	31
C. The Subject and the Objective of the Reseach.....	31
D. The Population and the Sample of the Research.....	31
E. The Technique of Collecting Data	33
F. The Technique of Data Analysis.....	39

CHAPTER IV:PRESENTATION OF THE DATA ANALYSIS	41
A. The Description of the Data	41
B. The Data Presentation	42
1. Students' Writing Ability Taught without Using Story Chains Strategy	42
2. dents' Writing Ability Taught by Using Story Chains Strategy	47
3. The Difference of the Students' Ability in Writing Narrative Paragraph	52
C. The Data Analysis	53
1. Students' Writing Ability Taught without Using Story Chains Strategy	54
2. Students' Writing Ability Taught by Using Story Chains Strategy	55
3. The Significant Effect of Using Story Chains towards Writing Ability	57
CHAPTER V: CONCLUSION AND SUGGESTION.....	59
A. Conclusion	59
B. Suggestion.....	60
BIBLIOGRAPHY	61
APPENDICES	

CHAPTER I

INTRODUCTION

A. The Background

Writing is one of the important skills in teaching English. Writing English is not an easy job for the students. Writing English influences the education in Indonesia, furthermore, English is a foreign language. Writing English cannot be produced without skills on writing. To make the students write, they should know the components of writing, such as content, organization, vocabulary, language use and mechanics. Furthermore, the students need to understand how to develop their writing in order that they know how to deliver their messages, to persuade someone, to share their ideas, to entertain, and to express what they are feeling.

Writing is very important in learning English. By writing, the students can apply their English ability in the class and in daily activity. Writing can help the students in improving the others skills, such as, Speaking, Reading, and Listening. According to Notion, Writing is an activity that can usefully be prepared for in the otherskills of listening, speaking and reading.¹Because learning writing in English is for occupational or academic purpose.

As a matter of fact, there are many ways to improve the students' ability in writing. One of them is learning paragraph. According to Syafi'i, et al, there are several ways of developing a paragraph: by narration, by description and by exposition, by comparison and contrast, and by cause and effect. And also they

¹I.S.P. Notion, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p.113

said, Narration is the telling or relating of occurrences or a series of events.² It means that in developing Narrative paragraph, a writer should build sentences as to where he tells about something.

Learning writing English is an activity that challenges writer to be more serious. And also, many students feel difficult in developing the words into some paragraphs and get difficulties to take meaning of the text and retell again. An important step in the writing process is getting information to write about. As the parts of a topic type are already specified, once the topic type of a writing topic is known or decided, it is relatively easy to see what kind of information need to be gathered.³ All of the problems make students unable to make a good writing.

SMA N 3 Mandau is a formal education that provides English subject to all students, especially writing skill. This school is using School Based Curriculum (KTSP) in teaching and learning English. In SMA N 3 Mandau, English is taught twice a week with time duration about 45 minutes. According to School Based Curriculum (KTSP), writing is one of the skills in English Subject that must be taught and learned in senior high school. Based on the syllabus of SMA N 3 Mandau at the first year, the basic competence of writing English is that, Expressing the meaning and rhetorical stages in simple Essay accurately, fluently, and accepted in daily context in the form of recount, narrative, and procedure.⁴ In

²Muhammad Syafi'i, et. al, *The Effective Paragraph Development*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007) , p. 16.

³I.S.P. Notion, *Op.Cit.*, p. 130

⁴Tim Penyusun. Kurikulum Tingkat Satuan Pendidikan SMAN 3Mandau. (Duri: Unpublished, 2013), p.18

writing narrative text, the students should write their writing accurately and fluently.

Based on the writer's preliminary observation at the first year students of SMA N 3 Mandau, this school had done a lot of efforts to increase students' English competence, the teacher had done any techniques or strategies to increase the students' ability in English, especially in writing. Such as, discussion technique, small groups discussion, asking question technique, group work technique etc. This school has characteristics of score cumulative minimum standard (*KKM*) it is that 75 score. In fact, some of the students could not pass the score. They only got score 55 for English subject. Some of the students still had problems in English subject, especially in writing skill. Their ability in writing were still very far from the expectation of curriculum. Basically, the teacher had applied the strategies in teaching writing. This problem can be seen in the following symptoms:

1. Some of the students were not able to write a coherent paragraph in narrative paragraph.
2. Some of the students did not have enough vocabularies to develop their ideas while writing narrative paragraph.
3. Some of the students were not able to construct generic structures of narrative text.
4. Some of the students had lack of grammar.
5. Some of the students had not motivation to write.
6. Some of the students were not able to write English spelling correctly.

Actually, there are many ways or techniques that can be done in writing narrative text to improve the ability of the students; one of them is Story Chains Strategy. Story Chains Strategy is one of the types of cooperative learning, because this strategy improve the ideas of the students through writing by grouping.

Based on the symptoms of the problems described above, thus, the writer is interested in investigating these problems by conducting a research entitled: “**The Effect of Using Story Chains Strategy towards Writing Ability in Narrative Paragraph of The First Year Students at SMA N 3 Mandau Bengkalis Regency**”.

B. The Definition of Terms

To avoid misunderstanding and misinterpretation of this research, the definitions of terms are very important.

1. Story Chains

According to Saddler, et al, in Brozo, Story chains are especially useful for promoting application of content area concepts through writing.⁵The story chain will include a beginning, middle, and a logical ending or the solution to a problem.⁶ In this research, story chains is a technique used by writer to know its effect toward writing ability in narrative paragraph of the first year students at SMA N 3 Mandau.

⁵Dr. William G. Brozo, *Content literacy strategy description*, (Louisiana Comprehensive Curriculum: Content Literacy Strategies, 2008), p.26

⁶Ibid

2. Strategy

Strategy is procedures used in learning, thinking, etc, that serve as a way of reaching a goal.⁷ Strategy is a plan intended to achieve a particular purpose⁸. In this research, strategy means the steps that were used by the writer to apply the Story Chains Strategy of the first year students at SMA N 3 Mandau.

3. Ability

Ability is skill or powers.⁹ According to Hornby, ability means special nature power to do something well, it is called talent.¹⁰ In this research, ability means something that can make the students write a narrative paragraph as long as by using Story Chains Strategy of the first year at SMA N 3 Mandau.

4. Writing

According to Peter Elbow, writing calls on two skills that are so different that they usually conflict with each other: creating and criticizing. In other words, writing calls on the ability to create words and ideas out of yourself, but it also calls on the ability to criticize them in order to decide which is used.¹¹ And Nation stated, Writing is an activity that can usefully be prepared by working the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to

⁷Jack C. Richards, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education Limited, 2002), p.355

⁸Oxford, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p.439

⁹*Ibid.*, p. 1

¹⁰Hornby, in Parnwell Siswojo, *Kamus Inggris- Indonesia*, (Jakarta: Pustaka Ilmu, 1984), p.1

¹¹Peter Elbow, *Writing With Power Techniques for Mastering the Writing Process, Second Edition*, (London: Oxford University Press, 1998), p. 7

come into productive use.¹² In this research, writing refers to writing ability in narrative paragraph of the first year students at SMA N 3 Mandau.

5. Narrative Text

Text is a piece of spoken or written language.¹³ According to Syafi'i, et al, Narration is the telling or relating the occurrences or a series of events.¹⁴ It tells a story to make a point or explain an ideas.¹⁵ In this research, narrative text means the kind of text that will be used by writer in applying Story Chains Strategy.

C. The Problems

Based on the phenomena illustrated in the background above, it is very clear that the first year students at SMA N 3 Mandau still have a lot of problems especially in writing narrative paragraph.

1. Identification of The Problem

Based on the problem of the information above, the problems of this research were identified as follows:

- a. Some of the students were not able to write a coherent paragraph in narrative text.
- b. Some of the students did not have enough vocabularies to develop their ideas while writing narrative paragraph.

¹²I. S. P. Notion, *Op. Cit.*, p. 113

¹³Jack C. Richards, et al, *Op. Cit.*, p. 378

¹⁴Muhammad Syafi'i, et. al, *Op. Cit.*, p. 16

¹⁵*Ibid*, p. 53

- c. Some of the students were not able to construct generic structures of narrative text.
- d. Some of the students had lack of grammar.
- e. Some of the students were not able to write English spelling correctly.

2. Limitation of the Problem

Based on the limitation of the problems above, it is clear that there were many problems in this research. Thus, the problems of this research were limited as follows:

- a. Using Story Chains Strategy towards Writing Ability in Narrative Paragraph of The First Year Students at SMA N 3 Mandau.
- b. The text used by the writer is narrative paragraph.

3. Formulation of The Problem

Based on the limitation of the problems above, thus, these research questions are formulated as follows:

- a. How is the students' ability in writing narrative paragraph taught without using Story Chains strategy?
- b. How is the students' ability in writing narrative paragraph taught by using Story Chains strategy?
- c. Is there any significant effect of using Story Chains strategy towards students' ability in writing narrative paragraph?

D. The Objectives and The Significance of the Research

1. The Objectives of the Research

Based on the research questions formulated above, the objectives of this research are as follows:

- a. To find out students' ability in writing narrative paragraph before being taught by using Story Chains Strategy.
- b. To find out students' ability in writing narrative paragraph after being taught by using Story Chains Strategy.
- c. To find out the significant effect of using Story Chains Strategy towards the students' ability in writing narrative paragraph.

2. The Significance of the Research

Related to the objective of the research above, the significance of the research are as follows:

- a. The research finding are hopefully contributing the writer as a novice research in terms of learning research.
- b. This research findings is also expected to give the positive contribution related to the process of teaching and learning English, especially in term of the effect of using Story chain strategy toward students' ability in narrative text.
- c. The research finding is also expected to be practiced in order to develop the theories in teaching and learning English as a foreign language, especially for those who have great concern in teaching writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Writing

Writing is important for the students, because by writing the students can communicate to other people. Robert stated, writing allows the writer to share the writer's communication, not only with the writer's contemporaries but also with future generations¹, by writing the writer can describe what the writer wants to share about anything. Writing can also help the students in developing their skills because writing is one of the four skills of English, besides reading, speaking and listening. In addition, Notion stated, Writing is an activity that can usefully be prepared by working the other skills of listening, speaking and reading.²

In learning process of education, writing can not be separated from the students and teacher, because the students will be given the chances to create their ideas, and not only the ideas, but also produce and express what the students' arguments, explanations, opinions, etc in their environment. According to Jane B. Hughey et al, writing is transcription of process of composing ideas: it is not product of thought, but it is actualization and dramatization³.

¹Robert Todd Carroll, *Student Success Guide: Writing Skills*, (retrieved on September 5, 2012), <http://www.skepdic.com/refuge/studyskills1.pdf>

² I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 113

³Jane B. Hughey et al, *Teaching ESL Composition: Principle and Technique*, (Rowley: Newbury House Publishers. Inc, 1983), p. 38

In writing the writer should have knowledge and ability perfectly in using the correct composition because, the writing is being read by reader, the writer cannot correct and give explanation about the mistakes of writer to the reader directly. In making a good writing, there are some steps to produce the ideas. According to D. Gordon Rohman, Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.⁴

According to Brown, there are two kinds of skill of writing as follows:⁵

- a. Microskills
 - a) Produce graphemes and orthographic patterns of English
 - b) Produce writing at an efficient rate of speed to suit the purpose
 - c) Produce an acceptable core of words and use appropriate word order patterns
 - d) Use acceptable grammatical systems (e.g., tense, agreement, and pluralization), patterns, and rules.
 - e) Express a particular meaning in different grammatical forms
 - f) Use cohesive devices in written discourse
- b. Macroskills
 - a) Use the rhetorical forms and conventions of written discourse
 - b) Appropriately accomplish the communicative functions of written texts according to form and purpose

⁴D. Gordon Rohman, *Pre-Writing: The Stage of Discovery in the Writing Process- Teaching Writing Landmarks and Horizon*. Editor. Christina Russel Mc Donald and Robert L. Mc Donald, (USA: Southern Illinois University Press, 2002), p. 7

⁵H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, Inc, 2007), pp. 220-221

- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings when writing
- e) Correctly convey culturally specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

a. The Steps of Writing

There are some steps in making a good writing for the any writers. According to Donald Graves, there are five steps in writing process. They are:⁶

Step 1: Prewriting. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas. In here, the students in starting to write, the student should create the ideas by listing, brainstorming, outlining, to develop the words into sentences.

⁶ Donal Graves in Andrew P. Johnson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students*, (New York: Library of Congress Cataloging, 2008), pp. 179-180

Step 2: Drafting. Drafting is the writer's first attempt to capture ideas on paper. Before starting to write, the student should make a draft to produce a good writing.

Step 3: Revising. This is the heart of the writing process. Here a piece is revised and reshaped many times. In here, the student needs to revise the writing to correct the mistakes of the writing.

Step 4: Editing. This is the stage where grammar, spelling, and punctuation errors are corrected. In this step, the student needs to edit the writing to make the writing to be good writing.

Step 5: Publishing and sharing. This is where students' writing is shared with an audience. In here, the student should publish and share the writing to audience or reader, in order that the audience or the reader know about the writing.

Although writing is not an easy job, the students should be able to produce a good writing. If the students have a good ability in organizing writing, the students will write easily. Furthermore, it will be a process in producing the written material for the students. Writing can not be finished in one step only, but many steps you do to get a good writing. As Rohman says "Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper".⁷

From the statements above, the writer concludes that writing is one of the communication tools that can be used by human in developing their life to interact

⁷D. Gardon Rohman . *Pre-Writing: The Stage of Discovery in the Writing Process* (1965). Christina Russell McDonald and Robert L. McDonald. (Illinois: Southern Illinois University Press. 2002), p. 7

with the other people. But in writing needs a complete process to construct the ideas become a good writing.

b. The Components of Writing

In processing to make a writing, the writer needs to know about the components of writing. According to Hughes, there are five aspects in making a good writing. They are:⁸

a) Grammar

In making a good writing, grammar is important to be mastered. Because grammar is basic to be understood for the students. It will help the students to compose a text.

b) Vocabulary

In order to write well, the ability in choosing and using the appropriate vocabulary should be known by the students. Because the students can explore and develop the words more deeply.

c) Mechanics

Mechanics include some matters, such as spelling, punctuation and capitalization. Spelling is important to make meaningful writing. Punctuation is a command for the reader to know how to read the text. How the reader knows the intonation and meaning while reading the text.

d) Fluency

⁸ Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University Press, 1989), pp. 101-102

A paragraph is said fluent when the choice of structure and vocabulary is consistently appropriate.

e) Organization

It is important for a paragraph to have form (organization), which means that all of the sentences in it discuss only one main idea, the paragraph has to have good form (organization).

Furthermore, the writer concludes that in making a good writing need to know about the aspects of writing to produce the ideas in constructing a writing.

2. The Nature of Narrative Text

According to Hornby in Syafi'i, narrative means story or orderly account of events. So, in narration, the essay usually tries to write a composition based on his or her personal experience.⁹Knapp and Watkins stated, narrative has been and continues to be such a popular write "naturally".¹⁰Narrative is a text which is telling stories or previous experience. Social function of narrative is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution. The generic structure of narrative text are:¹¹

a. Orientation

⁹ M. Syafi'i, et.al., *The Effective Paragraph Development*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007) , p. 58

¹⁰Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. (Sydney:University of New South Wales Press Ltd, 2005), pp. 220-221

¹¹ Media Belajar Bahasa Inggris,*Penjelasan + Contoh Narrative Text Terlengkap*, (retrieved on January 24th 2013), www.belajarbahasainggris.us >home > Teks Narrative

It means to introduce the participants or the characters of the story with the time and place set: who and what is involved in the story.

b. Complication

It is such the crisis of the story, tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Resolution

It is the final series of the events which happen in the story. The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

According to Peter and Megan:¹²

Narrative does not have, for example, a singular generic purpose as do some the other genres. We cannot say that narrative is simply about entertaining a reading audience, although it generally always does so. Narrative also have powerful social role beyond that of being a medium for entertainment. Narrative is also a powerful medium for changing social opinion and attitudes.

According to Kalayo and Fauzan, the features of Narrative are clearly seen below:¹³

a) Social Purpose

To create, to entertain, stimulate, emotions, motivate, guide, teach

b) Frameworks

- 1) Orientation (introduce main characters in a setting of time and place)
- 2) Complication/problems (main characters find ways to solve the problem)
- 3) Resolution

¹²Peter Knapp and Megan Watkins, *Loc. Cit*

¹³Kalayo and Fauzan, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press. 2007), p.130

- c) Language features
 - 1) Defined characters
 - 2) Descriptive language
 - 3) Dialogue
 - 4) Usually using past tense

There are some kinds of paragraph include in narrative paragraph. such as: folktales, tradisional tales, crime fiction, thrillers, romance, horror, science fiction, adventure, myths and legends, ballads and picture book stories.

3. The Students' Ability in Writing Narrative Paragraph

Ability is defined as skill or power. According to Hornby, ability means special natural power to do something well, it is called talent.¹⁴ Writing ability is the skill to express ideas through feeling to other people in written symbol to make other people or readers understand the ideas conveyed.¹⁵ Besides that, writing ability means, specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.¹⁶

Narrative writing opens the door of situation that exposes the events. According to Lauren, In Sutiya, narrative art is achieved with the use of pacing, characterization, dialogue and action.¹⁷ In narrative writing, an author has a

¹⁴ Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 369

¹⁵ Admin, *Definition of Writing Ability*, (Retrieved on May 3, 2013), <http://teachingenglishonlinenet/definition.of.writing.ability>

¹⁶ SIL International. 1999. *What are WritingSkills? Version 4*, p.1 (Retrieved on Jun10, 2012), www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm

¹⁷ Spencer Lauren, *A Step by Step Guide to Narrative Writing*, (New York: Rosen Published Group, inc, 2005), in Sutiya, *The Effect of Using Keeping Journal Technique towards Ability in Writing Narrative Text of The Second Year Students at SMA N 1 Tapung Kampar Regency*, (Pekanbaru:Unpublished, 2013)

change to make his or her mark on the world relating a story that only he or she can tell.¹⁸

Ability in writing narrative paragraph means the ability of a person to express her or his ideas, feeling, experience, or something to others by using written language especially in narrative paragraph.

4. The Factors Influencing Students' Ability in Writing Narrative Paragraph

According to Dalyono, there are two big factors that influence students in learning process. They are as follows:¹⁹

- a. Internal factors, which include psychological aspects, such as health, intelligence and talent, interest and motivation, and the ways of learning.
- b. External factors, which include environment factors (family, society) and instrumental factors (school, curriculum, teacher, facilities, management, administration).

In learning and teaching process, the students' ability and technique of teacher also influence the process of writing itself, there are:

- a. Fear factors of writing

According to Burckardt²⁰ in Melgis Dilkawati Pratama, there are kinds of factors that make someone afraid to write:

- a) Have poor graphmotor skills

¹⁸ Ibid, p. 6

¹⁹ M.Dalyono, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2009), pp.55-60

²⁰Foley Gezane Burckardt, *Why People become afraid to write?*[Http://www.whypeoplebecomeafraidtowrite?.pdf](http://www.whypeoplebecomeafraidtowrite?.pdf), (Retrieved on February 3, 2011), in Melgis Dikawati Pratama, *The Effect of using Dictogloss Technique toward Ability in Writing Essay at the Second Year Students of SMA N 4 Pekanbaru*. (Pekanbaru:unpublished, 2011), p. 14

- b) Poor expressive skills
- c) Cannot seem to organize their thoughts
- d) They are afraid to spell words correctly
- e) Have trouble with syntax
- f) Trouble retrieving vocabulary words

Those factors can be accumulated to be a big barrier for people's ability to write even more in writing essay text that is known as writer's block. Based on the idea above, it is clear that the fear factors of writing give influence the ability of students especially in writing paragraphs.

b. Teaching Technique

Teacher's technique in teaching the students as long as teaching and learning process is very crucial. Because by a good teaching technique, the teacher can improve the knowledge of the students. But, there are some of the teachers still use the traditional method. It will make the students only copy the text, without learning more. According to Poon, in Rijlaarsdam & Van Den Bergh,²¹

Typically writing is taught based on a prescribed textbook in primary schools. Most teachers simply stick to the textbook and adopt a very traditional method. A typical composition lesson goes as follows: the teacher teaches the class a sample of writing in the unit, which usually consists of several sentences describing a person or an object. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally,

²¹ Poon, in Rijlaarsdam & Van Den Bergh, "Effective Learning and Teaching of Writing: Students Involvement in the Teaching of Writing". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education. Second Edition. Vol 14.* in Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), pp. 2-3

the students copy the answers to the guiding questions in their exercise books, and submit their composition.

In addition, Rijlaarsdam dan Bergh stated, there are many lessons and teachers develop wonderful teaching strategies and teaching scenario's, and some of these teachers show their insights but in general writing lessons are uninspired and not stimulating.²² Because of that, students are not interested in writing. Moreover, their ability cannot be improved as what the teachers and others desired.

Based on the idea above, the ability of students in writing can be improved if the teacher applies the correct strategy or technique in teaching, and the teacher can inspire the students in learning writing. In other words, the technique used by the teacher is one of the important role in developing the ability of students in writing.

5. The Context of Story Chains Strategy

a. The Nature of Story Chains Strategy

Story Chains is one of the strategies that the students interact with each other directly, because this is one of the cooperative learning which need the teams or groups. It is a strategy for practicing composition. According to Saddler, et al, in Brozo, Story chains are especially useful for promoting application of content area concepts through writing.²³ In addition, Bangert-Drowns, Hurley, and Wilkinson, stated, the story chain strategy gives students the opportunity to

²² Rijlaarsdam & Van Den Bergh, *Loc. Cit*

²³ Dr. William G. Brozo, *Content Literacy Strategy Description*, (Louisiana Comprehensive Curriculum: Content Literacy Strategies, 2008), p. 26

demonstrate their understanding of newly learned material.²⁴ Graham & Perinalso stated, The story chains will include a beginning, middle, and a logical ending or the solution to a problem.²⁵

According to Jadhav in Febrina, Story Chain is usefull in keeping the entire class attentive.²⁶ And according to Alexa Graves, Story Chains is when two or more people get together and go back and forth, adding bits to a story. Each person could write one sentence, one paragraph, or even one page (or more, if people are so inclined to attempt a chain novel). The rules of story chains are as follows:²⁷

- a) Each person writes one sentence, taking all sentences that came before into account.
- b) Post your sentence in the comment section - you can add another new sentence after someone else posts after you. No limit to how many times you can add to the story.
- c) Don't be afraid to be silly (and don't worry too much about grammar and spelling)

Story Chains is a strategy which will make the students fun in doing the steps of it. Because, the steps of story chains will make the students share their ideas in their groups to retell the story. Based on The Teacher's Desk, Story Chains is a fun and motivating way for students to demonstrate what they have acquired the ability to retell a story, to sequence the actions in a story, or to

²⁴Ibid

²⁵Ibid

²⁶Leena U. Jadhav, *Honing Communication Skills of Students*, <http://www.eltwekly.com/elt-newletter/2011/03/85-research-article-honing-communication-skill-of-students-by-leena-u-jadhav/> in Febrina, *The effect of using Chain Stories Technique toward Students' Speaking Ability of The First Year Students at Islamic Senior High School Darel Hikmah Pekanbaru*, (Pekanbaru: Unpublished, 2012), p. 21

²⁷Alexa Graves, *Born to Write*, (Retrieved on May 2, 2013), <http://alexagrave.blogspot.com/2011/05/writing-prompt-2-chain-stories.html>

summarize the plot of a story. There are some directions in applying Story Chains Strategy. They are:²⁸

- (a) Assign a story, novel, or text selection for students to read.
- (b) Prepare numerous 1 until 8 paper strips. Distribute 11 strips to each student or co-operative group of students.
- (c) On one strip, ask students to write the title and author of the selection. If it is a selection from a textbook, have them write the chapter title, page numbers, or any pertinent identification information.
- (d) On each of the remaining ten strips, the students should write a sentence or two detailing important events or main ideas from the reading selection. Remind them to include events from the beginning, the middle, and the end of the selection. The chosen events should summarize the selection.
- (e) Require the students to include various visual symbols that support the information on each strip.
- (f) When all the strips are completed, the students are to staple or glue them in an interlocking chain, similar to holiday paper chains.
- (g) Ask the students to share their chains with the class.
- (h) Use the chains to decorate a bulletin board or hang them in the hallway for all the students in your building to enjoy.

In addition, Socrates stated, Story Chains Strategy has mission to encourage the students' ability in writing narrative paragraph, that will create a language friendly environment in which young language learners are motivated to comprehend and write stories in related languages. The project aims at improving language-learning motivation, encourages an awareness of other written expression.²⁹ Besides that, Swenson stated, chain story is a great way to build confidence and get everyone involved.³⁰

The Advantages of Story Chains Strategy. They are:

²⁸The Teacher's Desk, *Story Chains*, (Retrieved on May 2, 2013), <http://teachersdesk6.blogspot.com/2013/03/a-novel-idea-story-chains.html>

²⁹Socrates, *Chainstories*, (retrieved on May 2, 2013), <http://www.chainstories.eu/index.php?id=16&L>,

³⁰Paula Swenson, *Fun English Class Activities*, [#1x22IIEv8vIFY](http://www.ehow.com/way5180573fun-english-class-activities.html), Febrina, *Loc. Cit.*

- a) Make the students really fun in writing
- b) To build confidence and get everyone involved.

It means that, Story Chains strategy can make the students active and joyfull as long as learning process.

b. The Useof Story Chains Strategy towards Students' Writing Ability in Narrative Paragraph

The way of applying Story Chains strategy in teaching English in grouping. Because the teacher divided the students into some group. This strategy made the students share about their ideas in writing. By using this strategy, hopefully the students could make a narrative paragraph. According to Christopher La Cross, an alternate approach would be to just have the students pass the story along within their own group.³¹

- a) Divide the students into 4 groups. If you have more students, the size of the groups will be smaller.
- b) Once the students are organized into groups you will have groups 1 and 3, and groups 2 and 4 sit across from each other in rows. The students will be given a common sentence with which to begin their stories.
- c) The first students in groups 1 and 3 will begin by adding a sentence to continue the story. Once they are finished they will pass the paper they are writing the story on to the person from the other group sitting across from them.
- d) Each student will attempt to add a sentence to the story. Thus, the story can take many twists and turns and it may become increasingly difficult for the subsequent students to continue it. The story will continue to be passed from group to group until everyone has had a chance to add a sentence to it. All additions should attempt to use the past tense if possible.

³¹Christopher La Cross, *The Language Teacher's Toolbox*, (Retrieved on May 2, 2013) <http://lteacherstoolbox.blogspot.com/2010/02/group-activities-story-chains.html> (Retrieved on May 2, 2013)

- e) An alternate approach would be to just have the students pass the story along within their own group. The goal could then be to see how many times the group could have each member add to the story within a given time or to have the group report the story by writing it on the board once they have cycled through once.

Although in applying this strategy in groups, but for assessment is individually. It is caused, the process that involves a small group of students' writing of story using the information and the concepts they learn.³²

According to Frederike Klippel, basically, the procedures of story chains strategy can be implemented as follows.³³

- a) The teacher asks the students to make the groups (3-4 persons/group).
- b) The teacher starts the story by giving the first sentences.
- c) The teacher asks one of the students of each group (first student) continues the story. The students may write three sentences or more.
- d) The teacher asks the next students to continue the story.
- e) The teacher asks the last student to write the conclusion of the story.
- f) And the last, the teacher will share the students' writing in the class.

B. Relevant Research

According to Syafi'I, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our

³²Dr. William G. Brozo,*Loc.Cit.*

³³Frederike Klippel, *Keep Talking communicative fluency activities for language teaching*, (New York: Cambridge University Press, 1994), pp. 130-131

research itself. Besides, we have to analyze what the point that was focused on, informs the design, finding and conclusion of the previous research, they are:³⁴

1. The relevant research of this study are conducted by Febrina³⁵ entitled “The effect of using Chain Stories technique toward Students’ Speaking Ability of The First Year at Islamic Senior High School Darel Hikmah Pekanbaru”. She tried to find out whether there was a significant effect of using Chain Stories toward students’ Speaking Ability of The First Year or not at Islamic Senior High School Darel Hikmah Pekanbaru and also thought that this strategy could help the students in speaking, and the result of her research was based on the data that she got this strategy can be used for speaking skill. Because from the research, she found that there is significant improvement of using Chain Stories toward Students’ Speaking Ability of The First Year Students at Islamic Senior High School Darel Hikmah Pekanbaru”.
2. Heni Ambarsari,³⁶ in her research entitled “The Effect of Using Outlining Technique toward Ability in Narrative Text at the Second Year Students of SMAN 1 Reteh Indragiri Hilir Regency”.she found that this strategy could help the students in narrative text based on result of her research, she also agreed that this strategy can be used for writing skill. Based on the data from the research, she found that there is significant effect of using Outlining

³⁴ M. Syafi’i, et, al, *From Paragraphs To A Research Report: A Writing Of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2011).p.122

³⁵ Febrina, *Op. Cit.*, p. 43

³⁶ Heni Ambarsari, *The Effect of Using Outlining Technique toward Ability in Writing Narrative Text at the Second Year Students of SMAN 1 Reteh Indragiri Hilir Regency*, (Pekanbaru: unpublished, 2011)

Technique toward ability in writing Narrative Text at the second year of SMA N 1 Reteh Indragiri Hilir Regency.

C. Operational Concept

In order to clarify the theories used in this research, the writer would like to explain about variables of this research. Operational Concept is derived from related theoretical concepts on all of the variables that should be practically an empirically operated in an academic writing a research paper.³⁷ This research was experimental research which focuses on the effect of using Story Chains Strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency.

Therefore, in analyzing the problem in this research, there were two variables used. The first is using story chains strategy which refers to the teacher's strategy in teaching writing. The second is students' writing ability in narrative paragraph at the first year of SMA N 3 Mandau. Story Chains strategy is an independent variable and students' writing ability in narrative paragraphs is a dependent variable. To operate the investigation on the variables, the writer did based on the following indicators:

1. Variable X

a. Experimental Class

³⁷M. Syafi'I, et, al, *Loc. Cit*

The indicators of using Story Chains Strategy are as follows:³⁸

- a) The teacher divides the students into several groups (3-4 persons/group)
- b) The teacher gives the number for each student to determine the number of the students in making the story.
- c) The teacher starts the story by giving the first sentences, for example (orientation of the story; once upon a time, there lived an old woman with her son. They were a poor family).
- d) The teacher asks one of the students of each group (first student) to continue the story started by the teacher before. The students may write three sentences or more.
- e) The teacher asks the first student to give the paper to the second student to add or continue the story.
- f) The teacher asks the next student to continue the story by giving sentences related to the second student's sentences.
- g) The teacher asks the last student to write the conclusion of the story.
- h) And the last, the teacher will discuss the students' writing in the class.

b. Control Class

The Indicators of using three phase technique are as follows:

- a) The teacher introduces what material they will study
- b) The teacher presents the narrative text and describes the aspects of story to the students
- c) The teacher explains some vocabularies related to the story.

³⁸ Frederike Klippel, *opcit.* Pp. 130-131

- d) The teacher asks students to write narrative paragraphs.
- e) The teacher give blank sheet to the students

2. Variable Y

The indicators of students' writing Ability in Narrative Paragraph are as follows:

- a. The students are able to write orientation clearly.
- b. The students are able to write complication coherently.
- c. The students are able to write resolution clearly.
- d. The students are able to use action verb correctly.
- e. The students are able to use temporal connection correctly.
- f. The students are able to use past tense correctly.
- g. The students are able to use vocabulary appropriately.
- h. The students are able to use spelling and punctuation correctly.

D. Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that:

- (a) The students' ability in writing narrative paragraph is various

(b) The better Story Chains Strategy is applied in teaching Narrative paragraph, the better students' ability in writing narrative paragraph will be.

2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

a. The Alternatif Hypothesis (Ha)

a) Students' writing ability in narrative paragraph taught by using Story Chains Strategy is high.

b) There is significant effect of using Story Chains Strategy towards students' writing ability in narrative paragraph.

b. The Null Hypothesis (Ho)

Students' writing ability in narrative paragraph taught without using Story Chains Strategy is low.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The design of this research was an experimental research, that focused on quantitative approach. According to Jhon, W. Cresswell, Experiment is you test an idea (or practice or procedure) to determine wheter it influences an outcome or dependent variable.¹ And Marguerite G Lodico, et al, stated, Experimental Research was thought by many to be the only type of research that can result in findings that suggest causal relationship. Experimental research is distinctive from other forms of quantitative research in which that the researcher controls or manipulates how groups of participants are treated and then measures how the treatment affects each group.²

There were two variables in this research, Story Chains strategy and students' ability in writing narrative paragraph. Story Chains strategy was independent variable, while students' ability in writing narrative paragraph was dependent variable. The independent variable was the variable that refers to how participants were treated. The independent variable might be curriculum materials, instructional styles or specialized training, to name a few.

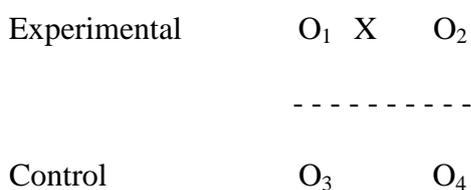
The experimental research class was provided with pre-test, treatment, and post test. This research used a quasi-experimental design: the pretest- post-test

¹ John, W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitativeand Qualitative Research*, (New Jersey: Pearson Education, 2008), p. 299

² Marguerite. G. Lodico, et al, *Methods in Educational Research*, (Jossey-Bass: A Wilay Imprint, 2010) , p. 178

non- equivalent group design. Because this research used experimental and control group. The dashed line separating the parallel rows in the diagram of the non- equivalent control group indicates that the experimental and control group have not been equated by randomization – hence the term “non-equivalent”.³ We can see the drawing of the schema:

The Reseach Design



Where:⁴

E	= experimental group
C	= control group
O ₁	= pre-test in experimental group
O ₃	= pre-test in control group
X	= Receive particular treatment
O ₂	= post-test in experimental group
O ₄	= post-test in control group

³Louis Cohen, et al, *Research Methodes in Education*, (USA and Canada: Routridge, 2007), p. 283

⁴Ibid., p. 283

B. The Location and Time of the Research

This research was conducted at SMA N 3 Mandau which was located on Tuanku Tambusai street, Duri, Bengkalis Regency. The duration of the research was two months, starting from August-September 2013.

C. The Subject and Object of the Research

The subject of this research was the first year students of SMA N 3 Mandau registered in 2013/2014 academic year. The object of this research was story chain strategy towards the students' ability in writing narrative paragraph.

D. The Population and Sample of the Research

The population of this research was the first year students at SMA N 3 Mandau 2013/2014 academic year. It had 15 classes.

Table III.1

**THE TOTAL POPULATION OF THE FIRST YEAR STUDENTS AT
SMAN 3 MANDAU 2013-2014**

No	Class	Total
1	X.1	35
2	X.2	35
3	X.3	35
4	X.4	35
5	X.5	35

6	X.6	35
7	X.7	35
8	X.8	35
9	X.9	35
10	X.10	35
11	X.11	35
12	X.12	35
13	X.13	35
14	X.14	35
15	X.15	35
Total		525

Based on the table above, the population of the students of the first year of SMA N 3 Mandau was 525 students. The population was too large, therefore the writer needed to take sample by using Cluster Sampling. The writer used this technique because the students were homogenous and this technique selecting the sample was not individual but group. According to Gay and Airasian, Cluster sampling Randomly selects groups, not individuals. All the members of selected groups have similar characteristics.⁵

The writer took only two classes as the sample of this research. The classes were X.1 and X.2 by using cluster sampling randomly. Because they were homogenous, class X.1 as an experimental group and class X.2 as a control group.

⁵ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application, Sixth Edition*, (New Jersey: Prentice Hall, 2000), p. 129

Table III.2**The Number of Sample of the First Year Students SMA N 3 Mandau
Bengkalis Regency**

No.	Class	Students		Number of Students
		Male	Female	
1.	X.1(Experimental Class)	16	19	35
2.	X.2 (Control Class)	14	21	35
Total				70

Based on the table above, it is clear that the experimental class consisted of 35 students and the control group also consisted of 35 students. The experimental class consisted of 16 male students and 19 female students. Then, there were 14 male students and 21 female students in control class. So, the number of both experimental class and control class were 70 students. Hartono says that if the sample consist of 30 or more, it is called the big sample. ⁶

E. The Technique of Collecting Data

1. Test

In the research, the writer collected the data by using test. According to Brown test is “ a method of measuring of a person’s ability, knowledge or performance in a given domain”⁷. The test had been done to find out the students’ writing ability in narrative paragraphs. In the research, the tests were divided into two ways; pre-test which was given before the treatment and post-test which was given after doing treatment. The results of pre-test and pos-test either from

⁶ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2008), p. 207

⁷H. Douglass Brown. *Language Assessment: Principle and Classroom Practices*. (New York: Pearson Educatio, Inc, 2007), p.3

experimental group or control group were assessed by two raters. To measure the students' writing ability in narrative paragraphs, the writer used writing assessment used by the English teacher of SMA N 3 Mandau Bengkalis Regency.

Table III.3

ASSESSMENT ASPECTS OF WRITING NARRATIVE PARAGRAPH

Name: _____ Class: _____

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization				
	a. Orientation				
	b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical Features				
	a. Action Verb				
	b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 80$$

2. Reliability and Validity

Reliability is the degree to which a test consistently measure whatever it is measuring.⁸ The following table is the categories of reliability test used in determining the level of the reliability of the test:

Table III. 4
The Level of Reliability

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very high

(Taken from Tinambunan in Meltiawati in Zelly)⁹

In determining the reliability of the test in the research, the writer used inter-rater reliability formula because the writer used two raters in assessing and giving score of students' writing. The scores given by rater 1 correlated to scores given by rater 2. The higher correlation, the higher inter-rater reliability. As explained by Henning that if rating of students' result of the test is rated by two or more judges or raters, the correlation between raters should be intercorrelated. Then, the intercorrelation of the raters is used in finding the reliability of the test.¹⁰

To determine the correlation between scores given by rater 1 correlated to scores given by rater 2, the writer used *Pearson Product Moment* formula through SPSS 16 version.

r product moment can be obtained by considering the degree of freedom (df) as follows:

⁸ L.R. Gay and Peter Airisian, *Educational Research: Competences for Analysis and Application*. Sixth Ed. (New Jersey: Prentice-Hall, Inc, 2000), p.169

⁹ZellyPutriani. "The Correlation between Reported Speech Mastery and Speaking Ability of the Second Year Students of SMKN 1 Pekanbaru". (Pekanbaru: Unpublished, 2011), p. 35

¹⁰Grant Henning, *A Guide to Language Testing: Development, Evaluation and Research*. (Boston:Heinle&Heinle Publisher, 1987) pp. 82-83

$df = N - nr$

where:

df = the degree of freedom

N = number of cases

Nr = the total variable correlated

Statistical the hypotheses are:

$H_0: r_o < r_t$

$H_a: r_o \geq r_t$

H_0 is accepted if $r_o < r_t$ or there was no significant correlation between scores given by rater 1 and rater 2

H_a is accepted if $r_o \geq r_t$ or there was a significant correlation between scores given by rater 1 and rater 2

Next, the writer used the *Spearman-Brown Prophecy Formula* to find the final reliability obtained between two raters. The following is the formula: ¹¹

$$r_{tt} = \frac{nr_{AB}}{1 + (n-1)r_{AB}}$$

Where:

r_{tt} = inter-rater reliability

n = the number of raters whose combined estimates from the final mark for the examinees

$r_{A,B}$ = the correlation between raters, or the average correlation among all raters if there are more than two.

¹¹Ibid., p. 83

The following table describes the correlation between scores given by rater 1 and rater 2 by using *Pearson Product Moment* formula through SPSS 16 version.

Table III.5
Correlations

		RATER1	RATER2
RATER1	Pearson Correlation	1	.806**
	Sig. (2-tailed)		.000
	N	35	35
RATER2	Pearson Correlation	.806**	1
	Sig. (2-tailed)	.000	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the coefficient of correlation product moment $r_{\text{obtained}} (r_o)$ between scores given by rater 1 and rater2 is 0.806. Before comparing it to $r_{\text{table}} (r_t)$, the writer obtained the degree of freedom

$$df = N - nr$$

$$df = 35 - 2 = 33$$

After obtaining the degree of freedom (df) =33, the coefficient product moment r_{obtained} was compared to r_{table} , either at level 5% or 1%. The writer took df=35 because 33 is not available, in r_{table} and 33 is the nearest to 35. At level 5%, r_{table} is 0.325; while at level 1% r_{table} is 0.418. Based on r_{table} , it can be analyzed that (r_o) is higher than (r_t) either at level 5% and 1%. It is clear that $0.325 < 0.806 > 0.418$. So that, the writer concluded that H_o is rejected and H_a is accepted. It means there was a significant correlation between scores given by rater 1 and rater 2. In

the other words, the writing test was reliable. Then, r_{obtained} is adjusted by the *Spearman-Brown Prophecy Formula* below:

$$\begin{aligned} r_{tt} &= \frac{nr_{AB}}{1+(n-1)r_{AB}} \\ r_{tt} &= \frac{(2)(0.806)}{1+(2-1)(0.806)} \\ &= \frac{1.612}{1+0.806} \\ &= \frac{1.612}{1.806} \\ &= 0,892 \end{aligned}$$

Based on the calculation above, the writer obtained inter-rater reliability was 0,892. So, it is conclude that the reliability of writing test included in very high level.

Besides, the tests used also had the validity. A test is said to be valid if it measures accurately what it is intended to measure.¹² In this research, the writer used content validity. According to Sugiyono, content validity is a kind of test that is used to measure achievement and the effect of treatment or program. To measure achievement, the test must be created based on appropriate material, it is easy to be comprehended or suitable with student level.¹³ The test of the reseach was appropriate to students' knowledge and it was familiar materials to the students' daily life.

¹²Arthur Hughes, *Testing for Language Teachers* . Second Ed. (United Kingdom: Cambridge University Press, 2003), p. 26

¹³Prof. Dr. Sugiyono. *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2011), p. 176

F. The Technique of Data Analysis

In this research, to analyze the students' ability in writing narrative paragraphs, the writer used graduated standard of English lesson in SMA N 3 Mandau Bengkalis Regency (SKL) that is 75 for students' ability in writing narrative paragraphs, it means for those who get score <75, they do not pass graduated standard (SKL), while for those who get score ≥ 75 , they pass graduated standard (SKL).

In order to find out there is any significant effect or not of using Story Chains Strategy towards students' writing ability in narrative paragraphs, the data were analyzed by using statistical method. Therefore, the writer used score of post- test of the students' writing test from experimental and control groups. The writer analyzed the data by using independent sample t-test formula through using SPSS 16 Version. The data were analyzed by using formula below: ¹⁴

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{\sqrt{N-1}} + \frac{SD_y^2}{\sqrt{N-1}}}}$$

Explanation:

t_0 = Table obtained

M_x = Mean score of experimental class

M_y = Mean score of control class

SD_x = Standard deviation of control class

SD_y = Standard deviation of control class

N = Number of students/ sample

¹⁴ Hartono. *Op Cit.* pp. 207-208

The t_{obtained} value is consulted with the value of t_{table} at the degree of freedom (df) by using formula:

$$df = (N_1 + N_2) - nr$$

Where:

df = the degree of freedom

N_1 = number of students from experiment class

N_2 = number of students from control class

nr = number of variable

Statically the hypotheses are:

H_0 is accepted if $t_o < t\text{-table}$ or there is no significant effect of using story chains strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency.

H_a is accepted if $t_o > t\text{-table}$ or there is any significant effect of using story chains strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency.

CHAPTER IV

PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research were obtained from the scores of the students' pre-test and post-test of control and experimental groups. The writing test about writing narrative paragraph was evaluated by concerning five components: content, organization, vocabulary, language use and mechanic of writing. Each component had its own score. To measure the students' writing test in narrative paragraph, the writer used scores of each component in writing assessment used by English teacher of SMA N 3 Mandau provided on chapter 3 and also in the lesson plan. (See appendix 2)

In this research, the scores of pre test and post test of control and experiment groups were different. The total score of pre-test from control is 1684 while the highest score is 58 and the lowest score is 42. Besides, the total score of pre-test from experimental group is 1756 while the highest score is 64 and the lowest score is 40. In this research, the total score of post-test from both of groups are significantly different. The total score of post-test from control group is 1994 while the highest score is 74 and the lowest score is 50. Meanwhile, the total of post-test from experimental group is 2293 while the highest score is 78 and the lowest score is 58.

B. The Data Presentation

The data of the research were the score of the students' pre-test and post-test from control and experimental groups. The data were collected through the following procedure:

1. At pre-test and post-test, students were asked to write narrative paragraphs, at least three paragraphs which consisted of orientation, complication and resolution. (See appendix 1)
2. The writing was written in the blank sheets. Then, it was collected in order to evaluate the appropriate content, organization, vocabulary, language use and mechanics.
3. The writer used two raters to evaluate the students' writings.
4. The writer summed up the students' scores from the rater 1 and rater 2 and divided it, in order to get each student's final score, (see appendix 6)

1. Students' Writing Ability Taught without Story Chains Strategy

a. Description of Students' Pre-test Scores of Control Group

The following table is the description of students' pre-test scores of control group.

Table IV. 1
The Distribution of Frequency of
Students' Pre-test Scores from Control Group

Score	Frequency	Percentage (%)
42	4	11.4
44	3	8.6
46	10	28.6
48	2	5.7
50	8	22.9
52	4	11.4
54	3	8.6
58	1	2.9
Total	35	100.0

Table IV.1 shows that 4 students got score 42 (11.4%), 3 students got score 44 (8.6%), 10 students got score 46 (28.6%), 2 students got score 48 (5.7%), 8 students got score 50 (22.9%), 4 students got score 52 (11.4%), 3 students got score 54 (8.6%), 1 student got score 58 (2.9%), The highest frequency is 10 at the score of 46. The total frequency is 35.

Table IV. 2
Statistical Description of Students'
Pre-test Scores from Control Group

N	Valid	35
	Missing	0
Mean		48.11
Std. Error of Mean		.671
Median		48.00
Mode		46
Std. Deviation		3.969
Variance		15.751
Range		16
Minimum		42
Maximum		58
Sum		1684

From the table above, it shows that mean of the data is 48.11, standard error of mean is .671, median is 48.00, mode is 46, standard deviation is 3.969, variance is 15.751, range is 16, minimum score is 42, maximum score is 58 and the total score is 1684. Thus, the data can be figured out as follows:

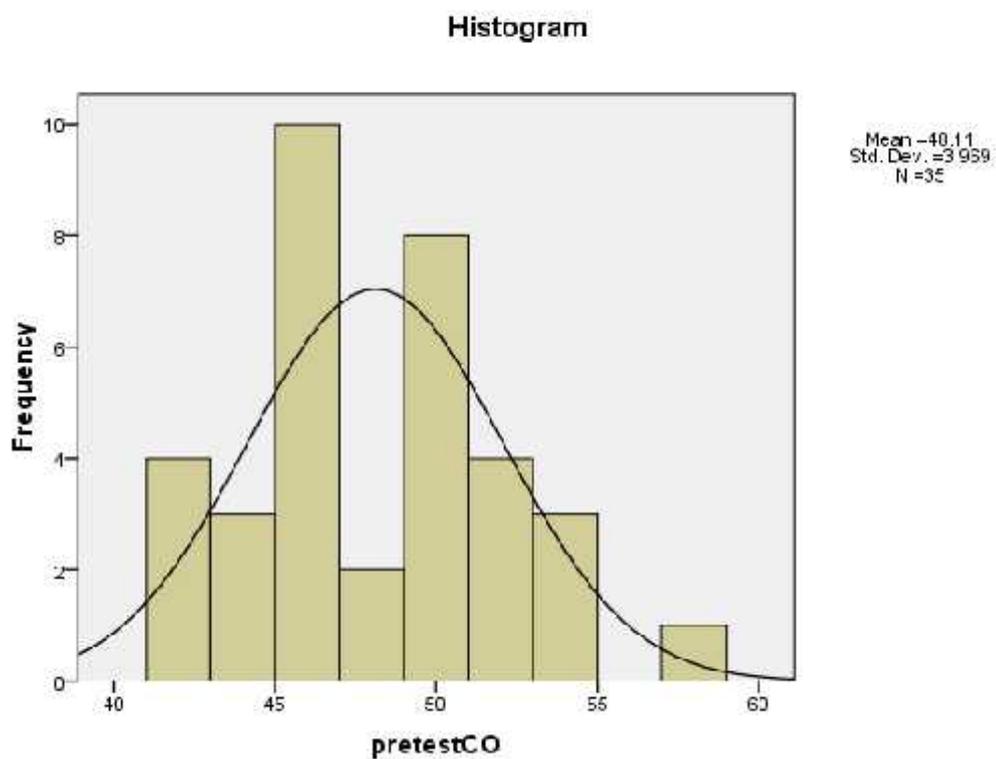


Figure 4.1 Pre-test Score of Control Group

From the histogram above, it can be seen that the data are normal. Mean of the scores of pre-test of control group is 48.11 and the standard deviation is 3.969.

b. Description of Students' Post-test Scores of Control Group

The following table is the description of students' post-test scores from control group.

Table IV. 3
The Distribution of Frequency of
Students' Post-test Scores from Control Group

Score	Frequency	Percentage (%)
50	1	2.9
52	7	20.0
54	8	22.9
56	4	11.4
58	7	20.0
60	1	2.9
62	4	11.4
66	1	2.9
70	1	2.9
74	1	2.9
Total	35	100,0

Table IV.3 shows that 1 student who got score 50 (2.9%), 7 students got score 52 (20.0%), 8 students got score 54 (22.9%), 4 students got score 56 (11.4%), 7 students got score 58 (20.0%), 1 student got score 60 (2.9%), 4 students got score 54 (4,3%), 3 students got score 56 (13%), 2 students got score 63 (11.4%), 1 student got score 66 (2.9%), 1 student got score 70 (2.9%), 1 student got score 74 (2.9%), the highest frequency is 8 at the score of 54. The total frequency is 35.

Table IV. 4
Statistical Description of Students’
Post-test Scores from Control Group

N	Valid	35
	Missing	0
Mean		56.97
Std. Error of Mean		.896
Median		56.00
Mode		54
Std. Deviation		5.300
Variance		28.087
Range		24
Minimum		50
Maximum		74
Sum		1994

From the table above, it shows that mean of the data is 56.97, standard error of mean is .896 median is 56.00, mode is 54, standard deviation is 5.300 variance is 28.087, range is 24, minimum score is 50, maximum score is 74 and the total score is 1994. Thus, the data can be figured out as follows:

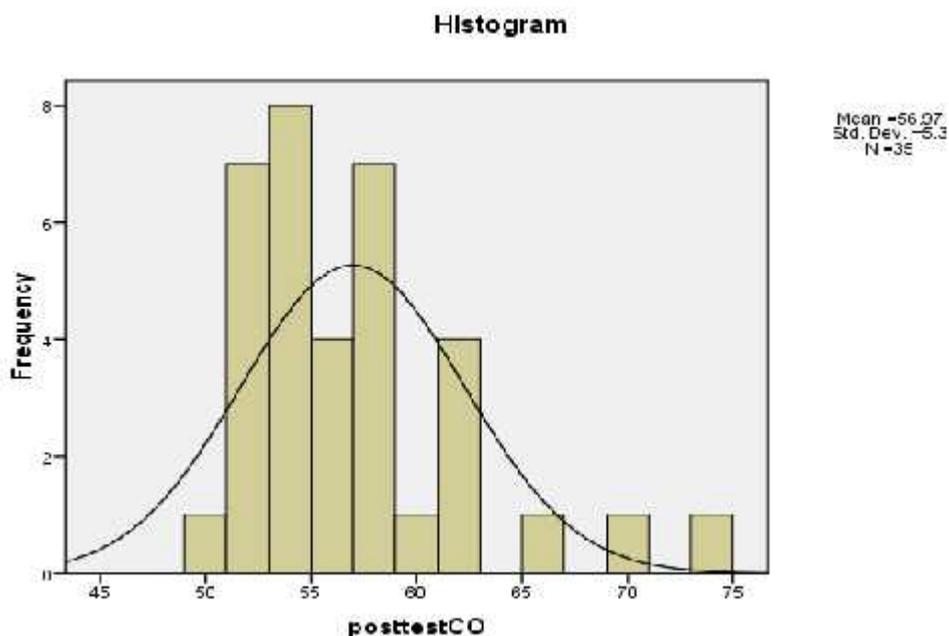


Figure 4.2 Post-test Score of Control Group

From the histogram above, it can be seen that the data are normal. Mean of the scores of post-test from control group is 56.97 and the standard deviation is 5.3.

2. Students' Writing Ability Taught by Using Story Chains Strategy

a. Description of Students' Pre-test Scores of Experimental Group

The following table is the description of students' pre-test scores from experimental group.

Table IV. 5
The Distribution of Frequency of
Students' Pre-test Scores from Experimental Group

Score	Frequency	Percentage (%)
40	1	2.9
42	9	25.7
46	4	11.4

48	1	2.9
50	5	14.3
52	1	2.9
54	4	14.4
56	2	5.7
58	5	14.3
60	1	2.9
62	1	2.9
64	1	2.9
Total	35	100,0

Table IV.5 shows that 1 student got score 40 (2.9%), 9 students got score 42 (25.7%), 4 student got score 46 (11.4%), 1 student got score 48 (2.9%), 5 students got score 50 (14.3%), 1 student got score 52 (2.9%), 4 students got score 54 (11.4%), 2 student got score 56 (5.7%), 5 students got score 58 (14.3%), 1 student got score 60 (2.9%), 1 student got score 62 (2.9%), 1 student got score 64 (2.9%), the highest frequency is 9 at the score of 42. The total frequency is 35.

Table IV. 6
Statistical Description of Students'
Pre-test Scores from Experimental Group

N	Valid	35
	Missing	0
Mean		50.17
Std. Error of Mean		1.175
Median		50.00
Mode		42
Std. Deviation		6.951
Variance		48.323
Range		24
Minimum		40
Maximum		64
Sum		1756

From the table above, it shows that mean of the data is 50.17, standard error of mean is 1.175, median is 50.00, mode is 42, standard deviation is 6.951, variance is 48.323, range is 24, minimum score is 40, maximum score is 64 and the total score is 1756. Thus, the data can be figured out as follows:

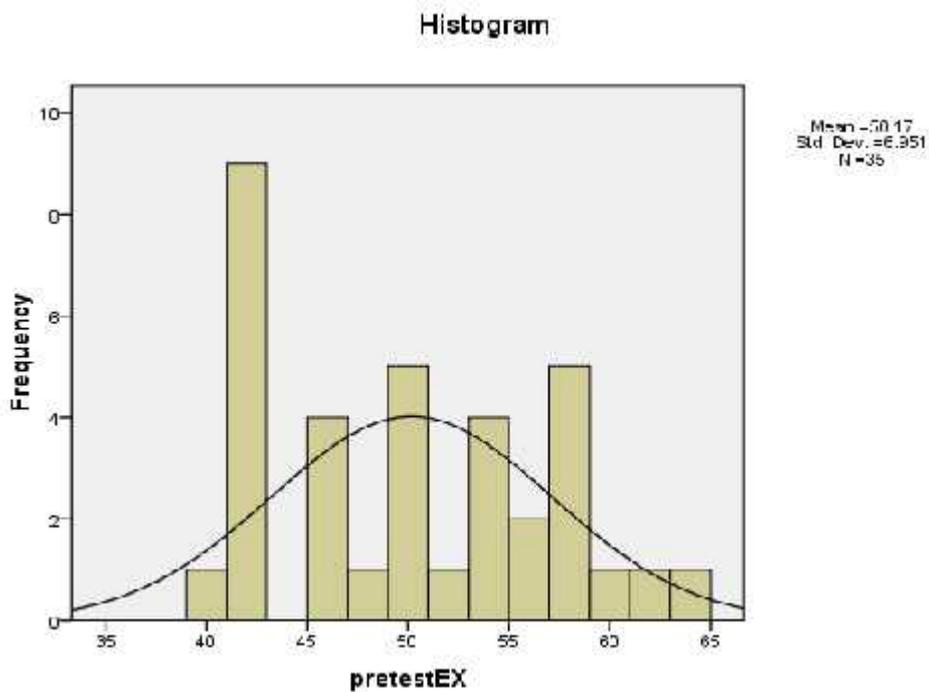


Figure 4.3 Pre-test Score of Experimental Group

From the histogram above, it can be seen that the data are normal. Mean of the scores of pre-test from experimental group is 50.17 and the standard deviation is 6.951.

b. Description of Students' Post-test Scores of Experimental Group

The following table is the description of students' post-test scores from experimental group.

Table IV. 7
The Distribution of Frequency of
Students' Post-test Scores from Experimental Group

Score	Frequency	Percentage (%)
58	2	5.7
60	2	5.7
62	9	25.7
64	2	5.7
66	10	28.6
68	3	8.6
70	3	8.6
72	2	5.7
76	1	2.9
78	1	2.9
Total	35	100,0

Table IV.7 shows that 2 students got score 58 (5.7%), 2 students got score 60 (5.7%), 9 students got score 62 (25.7%), 2 students got score 64 (5.7%), 10 students got score 62 (13%), 2 students got score 64 (8,7%), 2 student got score 66 (28,6%), 3 students got score 68 (8.6%), 3 students got score 70 (8.6%), 2 students got score 72 (5.7%), 1 student got score 76 (2.9%), 1 student got score 78 (2.9%), the highest frequency is 10 at the score of 66. The total frequency is 35.

Table IV. 8
Statistical Description of Students'
Post-test Scores from Experimental Group

N	Valid	35
	Missing	0
Mean		65.54
Std. Error of Mean		.778
Median		66.00
Mode		66
Std. Deviation		4.604
Variance		21.197
Range		20
Minimum		58
Maximum		78
Sum		2294

From the table above, it shows that mean of the data is 65.54, standard error of mean is .778, median is 66.00, mode is 66, standard deviation is 4.604, variance is 21.197, range is 20, minimum score is 58, maximum score is 78 and the total score is 2294. Thus, the data can be figured out as follows:

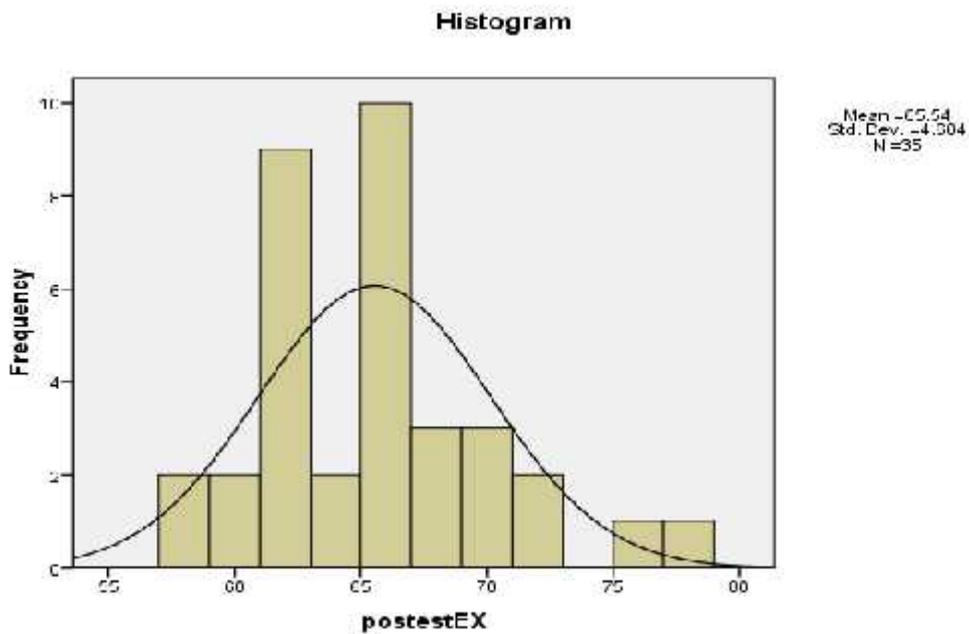


Figure 4.4 Post-test Score of Experimental Group

From the histogram above, It can be seen that the data are normal. Mean of the scores of post-test from experimental group is 65.54 and the standard deviation is 4.604.

3. The Difference of the Students' Ability in Writing Narrative Paragraphs

The following table presents the difference of the students' ability in writing narrative paragraph between students taught without using and by using Story Chains Strategy of the first year students at SMA N 3 Mandau Bengkalis Regency.

Table IV. 9
Students' Post-test Scores of Control and Experimental Group

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	1	35	56.97	5.300	.896
	2	35	65.54	4.604	.778

In the table above shows mean of students' post-test scores from control and experimental group. Score group 1 is mean of students' post-test score from control group and score group 2 is post-test score from experimental group. It shows the total students from both control group and experimental group are 70, where control group consisted of 35 students and experimental group also consisted of 35 students. The mean of post-test of control group is 56.97 and mean of post-test of experimental group is 65.54. Besides, the standard deviation of control group is 5.300 and standard deviation of experimental group is 4.604. And, the standard error mean of control group is .896 and the standard error mean of experimental group is .778

C. The Data Analysis

The data analysis presented the statistical result of how students' writing ability in narrative paragraph taught without using Story Chains Strategy and how students' writing ability in narrative paragraph taught by using Story Chains Strategy in which it was also followed by the discussion about the effect of using Story Chains Strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency. The data were divided into two groups; they were control and experimental groups. To analyze the data, the

scores either from control or experimental group were analyzed by using Independent Sample T-test formula and they were analyzed through using SPSS 16 Version.

1. Students' Writing Ability Taught without Using Story Chains Strategy

The score of students' writing ability taught without using Story Chains Strategy were gotten from control group. The scores of students' writing were obtained from the result of their writing test in narrative paragraph whether pre-test or post-test. The writer presented the data analysis of students' writing score in form of the statistical description table below.

Table IV.10
Data Analysis of Students' Writing Scores from Control Group

Scores		Pre-test	Post-test
N	Valid	35	35
	Missing	0	0
Mean		48.11	56.97
Std. Error of Mean		.671	.896
Median		48.00	56.00
Mode		46	54
Std. Deviation		3.969	5.300
Variance		15.751	28.087
Range		16	24
Minimum		42	50
Maximum		58	74
Sum		1684	1994

Based on the statistical description table above, it shows the data are normal whether pre-test or post-test. It can be seen from the result of pre-test, the distance between Mean (M_{CG}) = 48.11 and Standard Deviation (δ) = 3.969 is far enough. In

other words, the scores obtained were normal. While, in the result of post-test, the distance between Mean (M_{CG})=56.97 and Standard Deviation (δ) = 5.300 is far enough. In other word, the scores obtained are normal.

In addition, it shows that the students' writing scores from control group increase, it can be seen from the mean of pre-test to post-test, where mean of pre-test is 48.11 and post-test is 56.97. The mean from pre-test to post-test of control group increases 8.86.

2. Students' Writing Ability Taught by Using Story Chains Strategy

The data of students' writing ability taught by using story chains strategy were gotten from experimental group. As an experimental group, the writer gave treatment or implemented story chains strategy in this group. The data of students' writing scores were obtained from the result of their writing test in narrative paragraphs whether pre-test or post-test. The writer presents the data analysis of students' writing score in form of the statistical description table below:

Table IV.11
Data Analysis of Students' Writing Scores
from Experimental Group

Scores		Pre-test	Post-test
N	Valid	35	35
	Missing	0	0
Mean		50.17	65.54
Std. Error of Mean		1.175	.778
Median		50.00	66.00
Mode		42	66
Std. Deviation		6.951	4.604
Variance		48.323	21.197
Range		24	20

Minimum	40	58
Maximum	64	78
Sum	1756	2294

Based on the statistical description table above, it shows the data are normal whether pre-test or post-test. It can be seen from the result of pre-test, the distance between Mean (M_2)= 50.17 and Standard Deviation (δ) = 6.951 is far enough. In other word, the scores obtained are normal. While, in the result of post-test, the distance between Mean (M_2)=65.54and Standard Deviation (δ) = 4.604 is far enough. In other word, the scores obtained are normal.

In addition, it also shows that the students' writing scores from experimental group increase, it can be seen from the mean of pre-test to post-test, where mean of pre-test is 50.17 and post-test is 65.54 The mean from pre-test to post-test of experimental group increases 15.37.

Based on the statistical description tables, whether from control or experimental group, it is clear that the mean of students' writing score from pre-test to post-test of experimental group was higher than students' writing score from pre-test to post-test of control group.

3. The Significant Effect of Using Story Chains Strategy towards Writing Ability.

In order to know the effect of using Story Chains Strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau, the writer analyzed students' post-test scores from control and experimental group by using Independent Sample T-test formula by using SPSS 16 Version.

Table IV. 12
Data Analysis of Post-test Scores of Control and Experimental Group

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	1	35	56.97	5.300	.896
	2	35	65.54	4.604	.778

Group 1 = post-test scores of control group

Group 2 = post-test scores of experimental group

From the table above, the total students from both control group and experimental group are 70, where control group consists of 35 students and experimental group also consisted 35 students. The mean of post-test of control group is 56.97 and mean of post-test of experimental group is 65.54. Besides, the standard deviation of control group is 5.300 and standard deviation of experimental group is 4.604. And, the standard error mean of control group is .896 and the standard error mean of experimental group is .778.

Table IV. 13
Data Analysis of Independent Samples T-test

Independent Samples T-test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SCORE	Equal variances assumed	.382	.538	-7.223	68	.000	-8.571	1.187	-10.939	-6.204
	Equal variances not assumed			-7.223	66.696	.000	-8.571	1.187	-10.940	-6.203

Based on the output in table above, it can be seen that between post-test of control and experimental group have different mean, it is -8.571, standard error difference is 1.187. The output in the table also shows t_{obtain} from the two variables is 7.223 and the df is 68.

To know the interpretation of the result of independent sample t-test above, the writer compared t_{obtain} and t_{table} . The writer found that $t_{\text{obtain}} = 7.223$ is bigger than t_{table} whether at level 5% or 1% with df = 68. The writer took df=70 because 68 is not available in t_{table} and 68 is the nearest to 70. In $t_{\text{obtain}} = 7.223$ is bigger than $t_{\text{table}} = 2.00$ (at level 5%) and $t_{\text{table}} = 2.65$ (at the level 1%). It means H_0 is rejected and H_a is accepted. In other words, there is significant effect of using Story Chains Strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research to find out there is significant effect or not using story chains strategy towards writing ability in narrative paragraph of the first year students at SMA N 3 Mandau Bengkalis Regency. Based on the data presentation and data analysis of students' writing ability from control and experimental groups in Chapter IV, it showed that the result of students' writing ability taught by using story chains strategy is better than students' writing ability taught without using story chains strategy.

Therefore, the results of the data analysis could answer the formulation of the problems:

1. The writing ability in narrative paragraphs of the first year students at SMA N 3 Mandau Bengkalis Regency taught without using story chains strategy had lower score. It can be seen through score from pre-test to post-test of control group that increased 8.86 only.
2. The writing ability in narrative paragraphs of the first year students at SMA N 3 Mandau Bengkalis Regency taught by using story chains strategy had higher score. It can be seen through score from pre-test to post-test of experimental group that increased 15.37. It showed that the result of experimental group was better than control group.
3. There is any significant effect of using story chains strategy toward writing ability in narrative paragraphs of the first year students at SMA N

3 Mandau Bengkalis Regency. It can be seen from the research finding by using t-test formula, which was $t_{\text{obtain}} = 7.223$ with $df=68$ is bigger than $t_{\text{table}} = 2.00$ (at the level 5%) and $t_{\text{table}} = 2.65$ (at level 1%). It means H_a is accepted and H_o is rejected.

B. Suggestion

Based on the explanation from the previous chapters, it is clear that Story Chains Strategy can be one of the effective techniques used by teacher of English. Because of that, the writer suggests to read this thesis as a reference for those who want to conduct story chains strategy in teaching English, especially in teaching writing.

Besides that, the teacher should use many ways to encourage the students' ability in writing narrative paragraph as in the following:

1. It is hoped, this strategy can be implemented by teacher in teaching writing because this strategy can improve students' ability in writing.
2. Teacher should construct creativity in teaching English.
3. Teacher gives opportunity to the students to write a narrative paragraph.
4. Teacher should support their strategies by using interesting media.

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